

## LEXINGTON 3 SCHOOL DISTRICT

338 West Columbia Avenue  
Batesburg-Leesville, SC 29006

**GRADES** PK-12

**ENROLLMENT** 2,168 Students

**SUPERINTENDENT** Dr. William Gummerson 803-532-4423

**BOARD CHAIR** Randy Fox 803-532-8000

**FISCAL AUTHORITY** District Board

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	14	6	0	0

**IMPROVEMENT RATING:** **EXCELLENT**

**ADEQUATE YEARLY PROGRESS:** **NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Excellent	No

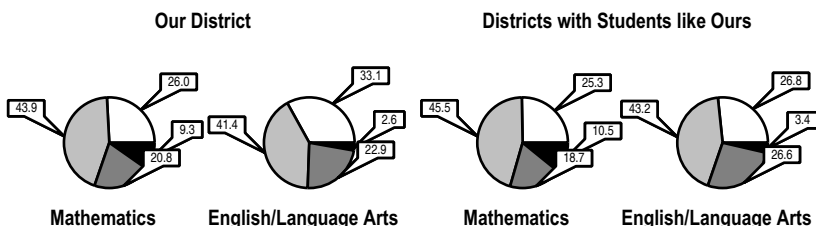
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	75.5	N/A	N/A	75.6	N/A	N/A
<b>Passed 1 subtest</b>	15.5	N/A	N/A	13.0	N/A	N/A
<b>Passed no subtests</b>	9.0	N/A	N/A	11.4	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	18.5	12.6
<b>Seniors who met the SAT/ACT requirement</b>	18.5	12.9
<b>Seniors who met the grade point average</b>	50.8	48.4

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,059	99.9	33.1	41.4	22.9	2.6	25.5
Gender							
Male	567	100.0	38.6	40.1	19.3	2.0	21.3
Female	492	99.8	26.8	42.9	27.0	3.3	30.3
Racial/Ethnic Group							
White	561	99.8	20.1	44.3	30.9	4.7	35.6
African-American	483	100.0	47.8	37.7	14.1	0.4	14.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	877	100.0	26.7	43.7	26.5	3.0	29.6
Disabled	182	99.5	65.1	29.7	4.7	0.6	5.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,059	99.9	33.1	41.4	22.9	2.6	25.5
English Proficiency							
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,052	99.9	32.9	41.5	22.9	2.6	25.6
Socio-Economic Status							
Subsidized meals	617	100.0	46.5	39.1	13.9	0.5	14.4
Full-pay meals	441	99.8	14.6	44.5	35.3	5.6	40.8
Mathematics							
All Students	1,057	100.0	26.0	43.9	20.8	9.3	30.1
Gender							
Male	565	100.0	26.8	44.3	18.6	10.2	28.8
Female	492	100.0	25.1	43.4	23.4	8.1	31.5
Racial/Ethnic Group							
White	560	100.0	14.9	42.6	27.7	14.9	42.6
African-American	482	100.0	39.5	44.5	13.5	2.5	16.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	876	100.0	19.1	47.1	23.2	10.6	33.8
Disabled	181	100.0	60.5	27.9	9.3	2.3	11.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,057	100.0	26.0	43.9	20.8	9.3	30.1
English Proficiency							
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,050	100.0	26.2	43.6	20.9	9.3	30.2
Socio-Economic Status							
Subsidized meals	615	100.0	35.8	48.7	12.3	3.2	15.5
Full-pay meals	441	100.0	12.5	37.3	32.6	17.6	50.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	163	99.4	27.3	35.1	35.1	2.6	37.7
	Grade 4	185	100.0	32.4	39.9	26.0	1.7	27.7
	Grade 5	192	99.5	39.8	54.0	6.3	N/A	6.3
	Grade 6	198	99.5	45.2	40.3	11.8	2.7	14.5
	Grade 7	177	99.4	32.3	41.0	26.1	0.6	26.7
	Grade 8	167	99.4	46.3	34.4	16.3	3.1	19.4
<b>2004</b>	Grade 3	171	99.4	20.6	32.4	40.6	6.5	47.1
	Grade 4	162	100.0	28.4	38.9	32.1	0.6	32.7
	Grade 5	176	100.0	45.5	48.3	5.7	0.6	6.3
	Grade 6	192	100.0	42.1	35.3	22.1	0.5	22.6
	Grade 7	186	100.0	31.5	53.8	12.0	2.7	14.7
	Grade 8	172	100.0	30.2	40.8	24.9	4.1	29.0
<b>Mathematics</b>								
<b>2003</b>	Grade 3	163	100.0	25.2	49.0	21.9	3.9	25.8
	Grade 4	185	100.0	26.6	42.2	23.7	7.5	31.2
	Grade 5	192	100.0	29.9	45.8	20.3	4.0	24.3
	Grade 6	198	100.0	30.5	38.5	17.1	13.9	31.0
	Grade 7	177	100.0	34.6	35.2	16.0	14.2	30.2
	Grade 8	167	100.0	38.1	35.6	18.1	8.1	26.3
<b>2004</b>	Grade 3	171	100.0	22.4	50.6	19.4	7.6	27.1
	Grade 4	162	100.0	21.6	43.2	30.2	4.9	35.2
	Grade 5	176	100.0	31.3	47.2	17.6	4.0	21.6
	Grade 6	192	100.0	24.2	37.4	25.8	12.6	38.4
	Grade 7	186	100.0	29.0	41.0	13.1	16.9	30.1
	Grade 8	172	100.0	29.0	48.5	16.6	5.9	22.5

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	156	100.0	15.4	30.1	34.0	20.5	54.5
<b>Gender</b>							
Male	73	100.0	20.5	23.3	38.4	17.8	56.2
Female	83	100.0	10.8	36.1	30.1	22.9	53.0
<b>Racial/Ethnic Group</b>							
White	96	100.0	6.3	27.1	38.5	28.1	66.7
African-American	56	100.0	28.6	37.5	26.8	7.1	33.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	135	100.0	10.4	29.6	37.0	23.0	60.0
Disabled	21	100.0	47.6	33.3	14.3	4.8	19.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	156	100.0	15.4	30.1	37.2	20.5	54.5
<b>English Proficiency</b>							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	14.3	30.5	34.4	20.8	55.2
<b>Socio-Economic Status</b>							
Subsidized meals	69	100.0	27.5	37.7	23.2	11.6	34.8
Full-pay meals	87	100.0	5.7	24.1	42.5	27.6	70.1

<b>Mathematics</b>							
All Students	156	100.0	17.9	23.1	37.2	21.8	59.0
<b>Gender</b>							
Male	73	100.0	15.1	21.9	41.1	21.9	63.0
Female	83	100.0	20.5	24.1	33.7	21.7	55.4
<b>Racial/Ethnic Group</b>							
White	96	100.0	10.4	18.8	40.6	30.2	70.8
African-American	56	100.0	30.4	30.4	33.9	5.4	39.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	135	100.0	12.6	23.0	40.7	23.7	64.4
Disabled	21	100.0	52.4	23.8	14.3	9.5	23.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	156	100.0	17.9	23.1	37.2	21.8	59.0
<b>English Proficiency</b>							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	17.5	22.7	37.7	22.1	59.7
<b>Socio-Economic Status</b>							
Subsidized meals	69	100.0	34.8	26.1	27.5	11.6	39.1
Full-pay meals	87	100.0	4.6	20.7	44.8	29.9	74.7

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	122	100.0%	124	18.5%	125	80.8%	N/A
<b>Gender</b>							
Male	54	100.0%	57	19.3%	59	76.3%	
Female	68	100.0%	67	17.9%	66	84.8%	
<b>Racial/Ethnic Group</b>							
White	84	100.0%	81	22.2%	87	82.8%	
African American	38	100.0%	43	11.6%	37	78.4%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	105	100.0%	116	19.8%	116	84.5%	
Disabilities other than speech	17	100.0%	8	0.0%	9	33.3%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	122	100.0%	124	18.5%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	122	100.0%	124	18.5%	124	80.6%	
<b>Socio-Economic Status</b>							
Subsidized meals	36	100.0%	40	12.5%	35	74.3%	
Full-pay meals	86	100.0%	84	21.4%	90	83.3%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	100.0%	94.4%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	125	583
Number of Diplomas	101	442
Rate	80.8%	75.7%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	457	498	468	499	925	997
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.3	19.4	19.1	18.9	18.2	20.1	19.3	20.0	18.9	19.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,168)				
First graders who attended full-day kindergarten	100.0%	N/C	96.2%	97.2%
Retention rate	4.1%	Down from 5.5%	5.5%	5.3%
Attendance rate	95.7%	Up from 94.7%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.8%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.2%		5.1%	5.1%
Eligible for gifted and talented	20.7%	Up from 18.8%	14.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Up from 10.9%	11.9%	10.9%
Older than usual for grade	5.9%	Down from 6.9%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.8%	1.0%	1.1%
Enrolled in AP/IB programs	0.0%	No change	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	139	Down from 143	182	157
Completions in adult education GED or diploma programs	40	Up from 38	50	39
Annual dropout rate	3.9%	Down from 4.6%	3.9%	2.9%
Teachers (n= 156)				
Teachers with advanced degrees	42.3%	Down from 43.9%	50.0%	50.0%
Continuing contract teachers	95.5%	Up from 89.8%	85.5%	84.6%
Highly qualified teachers**	93.1%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	2.0%		3.9%	4.4%
Teachers returning from previous year	94.6%	Up from 92.6%	90.8%	89.9%
Teacher attendance rate	95.0%	Down from 95.7%	94.9%	94.7%
Average teacher salary	\$40,855	Up 3.3%	\$40,449	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.2%	0.3%
Prof. development days/teacher	9.1 days	Up from 7.5 days	12.6 days	12.0 days
District				
Superintendent's years at district	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 22.7 to 1	21.3 to 1	21.0 to 1
Prime instructional time	88.7%	Down from 89.1%	89.7%	89.5%
Dollars spent per pupil*	\$7,989	Down 2.4%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	52.3%	Down from 52.8%	56.7%	55.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	95.4%	Down from 98.8%	97.4%	97.3%
Number of schools	4	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	2.5%	4.3%
Average age in years of school facilities	24	Up from 19	26	26
Number of schools with SACS accreditation	4	No change	11	8
Average administrator salary	\$64,472		\$66,740	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board
<b>Average Number of Hours of Training Annually</b>	40.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Lexington School District Three completed five-year strategic planning for 2004-2009 for all schools and the District Office. Teams worked together on each plan to insure integration. Over seventy-five members of the community took part in the planning process. Teachers, administrators, staff members, parents, students, and community members participated in the three-day exercise. During the spring semester teachers and administrators agreed that reading would become the focus in all classes starting in the fall of 2004. The School Board approved a revised calendar and planning schedule for 2004-2005. The new calendar provides for early release of students on each Wednesday to allow common planning time and promote vertical integration of teaching in all schools. A mini-fall break and a mini-spring break are included in October and February to break up the school year and to provide a more balanced schedule for students and staff. In the summer fiber optic underground cable is being installed linking all schools and the District Office. This will provide faster operating times for all computers and room for growth as student population increases in the years to come. It also allows the District to save money by shutting down six of seven T1 communication lines. In the fall, teachers will be trained and begin using MAPS assessment software to evaluate how well students are learning state academic standards in math and English.

The Primary School received a \$370,000 Comprehensive School Reform Grant to provide staff development and instruction relating to the teaching of reading. Mrs. Tonya Watson was named the new Primary School Principal and Dr. Darlene Stephens was named the new Elementary School Principal. They will replace Mrs. Susie Hendrix and Mr. Bill Keisling who have provided many years of dedicated service to parents, teachers, and students. Mr. Tim Hunter will become the new assistant principal at the Elementary School. Twelve Middle School students were named South Carolina Junior Scholars. Middle school students participated in a variety of service projects including Adopt a Highway, Pennies for Patients, the March of Dimes, Meals on Wheels, Relay for Life, and Tops for Education. The Panther Press, the middle school's student newspaper, was named the best middle school newspaper in the state. Over 175 students were served in after-school academic programs at the Primary, Elementary, and Middle Schools. At the High School an early morning academic assistance program was initiated. Sixty-two students earned 457 college credits through Midlands Technical College. Two teachers earned National Board Certification. Three students were named to All-State Chorus. The Band placed ninth in the State Band Competition. Finally, one student was awarded the prestigious National Beta Club John W. Harris Leadership Award.

Dr. William M. Gummerson  
Superintendent